



TENNESSEE DEPARTMENT OF

EDUCATION
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Foundations of Interior Design

Primary Career Cluster:	Architecture & Construction
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code(s):	6014
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
Programs of Study and Sequence:	This is the first course in the <i>Interior Design</i> program of study.
Necessary Equipment:	Refer to the Teacher Resources page.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/ArchitectureConstruction.shtml

Course Description

Foundations of Interior Design is the first course in the *Interior Design* program of study intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to analyze and demonstrate the elements and the principles of design, and apply these concepts using sketching techniques in the creation of perspective floor plans. Standards in this course include career exploration of various options within the interior design industry as well as an

overview of the history of interior design. Projects will involve individual and team assignments. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the foundational course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

Course Standards

Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications: such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 11)

History of Architecture and Interior Design

- 2) Synthesize research from textbooks, interior design magazines, and professional journals to create an annotated timeline or visual graphic illustrating significant time periods in the development of the principles of architecture impacting interior design from the beginning of the modern age to the present. (TN CCSS Reading 3, 7; TN CCSS Writing 2, 9; FACS 11)
- 3) Research and summarize in a clear and coherent informational artifact (e.g., a brochure, poster, fact sheet, narrative, or presentation) the influences of major interior designers or architects and their contributions to the design industry. Include the designers' names, major contributions, and visual examples of their work. (TN CCSS Reading 2, 9; TN CCSS Writing 2, 4, 7, 9; FACS 11)

Career Investigation

- 4) Identify and analyze career pathways within the Interior Design program of study. Cite supporting evidence from textbooks, interior design magazines, and professional journals to summarize the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and compose an essay describing the relationships between personal career aptitudes and careers in interior design. Careers may include but are not limited to the following:



- a. Interior Designers
 - b. Textiles Designers
 - c. Industrial Designers
- (TN CCSS Reading 1, 2, 7, 9; TN CCSS Writing 2, 4, 8, 9; FACS 1, 11)

- 5) Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and trends in the interior design industry. Synthesize collected data to develop a graphic illustration comparing occupations by education requirements, job availability, salaries, and benefits. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 4, 8, 9; FACS 1, 11)

Principles and Elements of Design

- 7) Analyze the elements of design in the context of interior design by evaluating their purpose and application in interiors, furnishings, and accessories.
Elements:
- a. Line
 - b. Shape/Form
 - c. Space /Size/Stability
 - d. Value
 - e. Color
 - f. Texture
- (FACS 11)
- 6) Illustrate the principles of design by creating an informational artifact that represents the selection and arrangements of interiors, furnishings, and accessories using those principles.
Principles:
- a. Unity
 - b. Harmony
 - c. Balance
 - d. Rhythm/Repetition
 - e. Contrast/ Variety
 - f. Dominance/Emphasis
 - g. Gradation
- (FACS 11)
- 8) Drawing on the application of color theory in interior design, analyze the color wheel to identify techniques that achieve desired hues, values, and intensities. Demonstrate the ability to coordinate colors to create unity in furnishings, backgrounds, and accessory samples in various color schemes. (TN CCSS Reading 3; FACS 11)
- 9) Research the psychological characteristics of colors, comparing and contrasting the differences in warm and cool color palettes. Illustrate and describe in a written narrative how color is measured in hue, value, and intensity, and how these properties combine to produce specific psychological characteristics, giving examples of what color hues may be used in certain areas of a floor plan. (TN CCSS Writing 2, 4; FACS 11)



Traffic Patterns & Floor Plans

- 10) Examine the guidelines for space planning and traffic patterns in residential structures. Create a list of typical rooms in a residence, describing the desired characteristics and space requirements for each. (TN CCSS Writing 4, 8; FACS 11)
- 11) Sketch a design of a room by hand to create a floor plan. Write a narrative describing the room's design concept, highlighting where the principles and elements of design and color theory have been applied. (TN CCSS Writing 2, 4; FACS 11)
- 12) Analyze examples of dimensional floor plans and architectural blueprint symbols and explain how interior designers use them throughout the design process. Demonstrate the ability to consult and interpret blueprints in order to aid in the drafting of hand sketches of floor plans. Compile the sketches completed in the course with other artifacts for inclusion in a design portfolio to be updated throughout the program of study. (TN CCSS Reading 3, 4, 7; FACS 11)

Interior Design Portfolio

- 13) Search for examples of professional portfolios from contemporary interior designers, retrieved from designers' webpages, CVs, or postsecondary design schools. List the items that are often included in an interior design portfolio. Write a short narrative describing the benefits of keeping a professional portfolio. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 4; FACS 11)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course. Teachers are encouraged to develop extension activities to cover standards 5, 6, and 8.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6, and 10 at the conclusion of the course. Teachers are encouraged to develop extension activities to cover standard 1.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

